



# Federal Priority Schools Leadership Meeting

June 8, 2015



# Welcome and Introductions



# Federal Priority Schools

- The SCDE identifies underperforming schools annually on the basis of overall school performance on the AMOs
- Federal Priority Schools are Title 1 schools that are performing in the lowest 5% of all schools within the state



# Identification Steps

- Identify Title I schools for the previous and current school year
- Identify schools with at least one tested grade
- Identify schools with enrollment greater than or equal to 30 students in any subgroup used for analysis
- Identify the 5 percent of schools with the lowest overall performance as measured by the total weighted composite index score



“States must invest in capacity-building strategies such as high-quality professional development, improved evaluation systems, and comprehensive support for teachers and leaders. States must ensure that teachers and principals receive targeted training to develop classroom and school practices designed to engage all learners in more rigorous coursework and to help all students become college- and career-ready”.

~The United States Department of Education, 2012



# Director's Address



# Title I

## Federal and State Accountability



# Allowable Use of Funds

Jewell Stanley

Team Leader

Office of Federal Accountability





# Allowable Use of Funds

## Levels of Complexity:

- OMB Circular A-87 Cost Principles – Basic allowability
- EDGAR Part 76 – General allowability for the USED
- ESEA Law and Regulations
- ESEA Program Guidance
- USED Policy Letters





# OMB Circular A-87 Cost Principles

To be allowable, a cost must generally:

- be necessary and reasonable for the proper and efficient performance and administration of the grant award

When determining if expenditures are appropriate, ask the following questions:

- How does this expenditure directly support student achievement?
- How does this expenditure directly support staff professional development?
- How does this expenditure increase the participation of parents in school activities or assist parents to support student achievement?





# Allowable vs Unallowable

## Allowable

- Salaries and Benefits  
(teacher to reduce class size or to provide remediation services)
- Professional Development  
(Conference attendance or bringing in a speaker or consultant)
- Instructional Supplies and Materials  
(purchasing supplemental reading or math programs; books for PLCs)
- Family Engagement Activities
- Extended Day Programs

## Unallowable

- Entertainment Costs  
(including amusement, social activities, ceremonials and any associated costs )
- Field Trips (amusement parks)
- Gift Certificates/Gift Cards
- Student Incentives \*\*  
(exceeding 1% of allocation)

\*\* Student incentives are best placed in the Title I Schoolwide Regular Plan.

# Allowable Costs

If you are unsure about the whether a cost is allowable – always check with your district's Title I Coordinator and Finance Department.



# Allowable Costs

- There is no single list of allowable Title I or ESEA activities.
- The best guidance currently is the Title I Use of ARRA Funds Guidance from September 2009.
- Check with your district's policies. District policies can be more restrictive than Title I regarding allowability.



# Questions





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# Budget Amendment Process

**Karen Cook**

Education Associate

Office of Federal and State Accountability







# When to Submit Budget Amendments

- Required:
  - Increasing/Decreasing overall funding
  - Change in the scope of activities



# Types of Budget Amendments

- Correcting account coding
- Increasing/decreasing budget in existing activities to adjust budget projections to meet actual need
- Adding new activities





# Budget Amendment Components

- Budget Narrative
  - (e-mail, letter explaining the shift of funds and why)
- Appropriate Budget Amendments Submitted in GAPS

# Budget Narrative Detail

- Explanation of the services/activities funded by the shift
  - Provide same level of detail as required during project submission
    - How are activities supplemental?
    - Detail description of services
      - Class sizes (before and after applying Title I)
      - Types of positions funded/position title, # FTE's
      - Brief examples of types supplies/materials or equipment to be purchased
      - Estimation of projected number of items/unit cost for large purchases, such as for large technology purchases





# Budget Narrative Pointers

- If only correcting account coding
  - Only need to state why previous function/object code was inappropriate and the new codes. State that “there are no changes in the scope of services or funding of activities previously requested”.
- Emphasize whether it is increasing/expanding an existing activity or funding a new activity
  - Less detail required if adding budget to previously approved activities which were insufficiently funded, but describe activity being increased and need for additional funding
  - More detail needed for entirely new activities to demonstrate allowability and how the activities are supplemental





**Title I Amendment – Budget Narrative Form**

**School District:** \_\_\_\_\_ **School Year** \_\_\_\_\_

**Project #** \_\_\_\_\_ **Amendment #** \_\_\_\_ **Date submitted** \_\_\_\_\_

From Account #	Amount	To Account #	Amount	Purpose
220-100	(\$50,000)	100-100	\$50,000	Expenditures in instructional salaries over budget.
100-300	(\$100,000)	100-400	\$40,000	Move unspent purchased service funds to instructional supplies to purchase additional class library sets for Title I approved activity.
		100-500	\$60,000	Move unspent purchased service funds to instructional equipment to purchase 4 mobile laptop labs for afterschool programs at 4 elementary schools. (new activity)
Totals	(\$150,000)		\$150,000	



# Increase Turn Around for Budget Amendment Approval

- Contact your district's Title I Coordinator prior to the shift for assistance with allowability, compliance, and level of detail needed for narrative
- Provide sufficient narrative detail
- Work with district project accountant/budget analyst
  - To ensure previous amendments and expenditures are taken into consideration
- E-mail the request
  - (original copies not needed as long as appropriate signatures are included)
- Please submit to your district's Title I Coordinator who will submit to SCDE

# Questions







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# SC Department of Education Social Studies Updates



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- **Lewis Huffman**

- **Caroline  
Yetman**

Office of Standards &  
Learning

- **Leslie Skinner**

Office of Assessment



## Profile of the South Carolina Graduate



### World Class Knowledge

- Rigorous standards in language arts and math for career and college readiness
- Multiple languages, science, technology, engineering, mathematics (STEM), arts and social sciences

### World Class Skills

- Creativity and innovation
- Critical thinking and problem solving
- Collaboration and teamwork
- Communication, information, media and technology
- Knowing how to learn

### Life and Career Characteristics

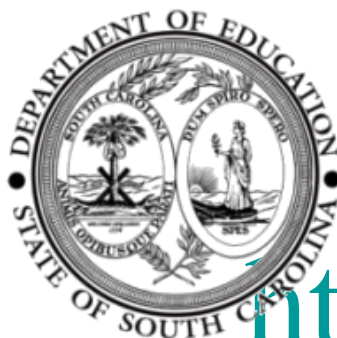
- Integrity
- Self-direction
- Global perspective
- Perseverance
- Work ethic
- Interpersonal skills

Approved by SCASA Superintendent's Roundtable and SC Chamber of Commerce.



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# South Carolina Department of Education Social Studies Website



**SOUTH CAROLINA**  
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<http://ed.sc.gov/>



# SCDE Update



- **Standards/ Cyclical Review  
ELA connections**
- **Assessment**
- **African American History RFP**
- **7<sup>th</sup> Grade Social Studies Research  
Project**
- **Building Capacity: Social Studies  
Leadership Chautauqua Institute**





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# Standards and Cyclical Review

Science and Social Studies

Remain Part of the Cyclical Review Process

## Steps:

- Standards Review/Development/Approval Period
- New Standards Implementation/Bridge School Year
- Full Implementation and Assessment School Year



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# 2015 Social Studies Assessment

- EOCEP USHC remains the same.
- SCPASS Social Studies now administered to all students in grades 4 through 8.



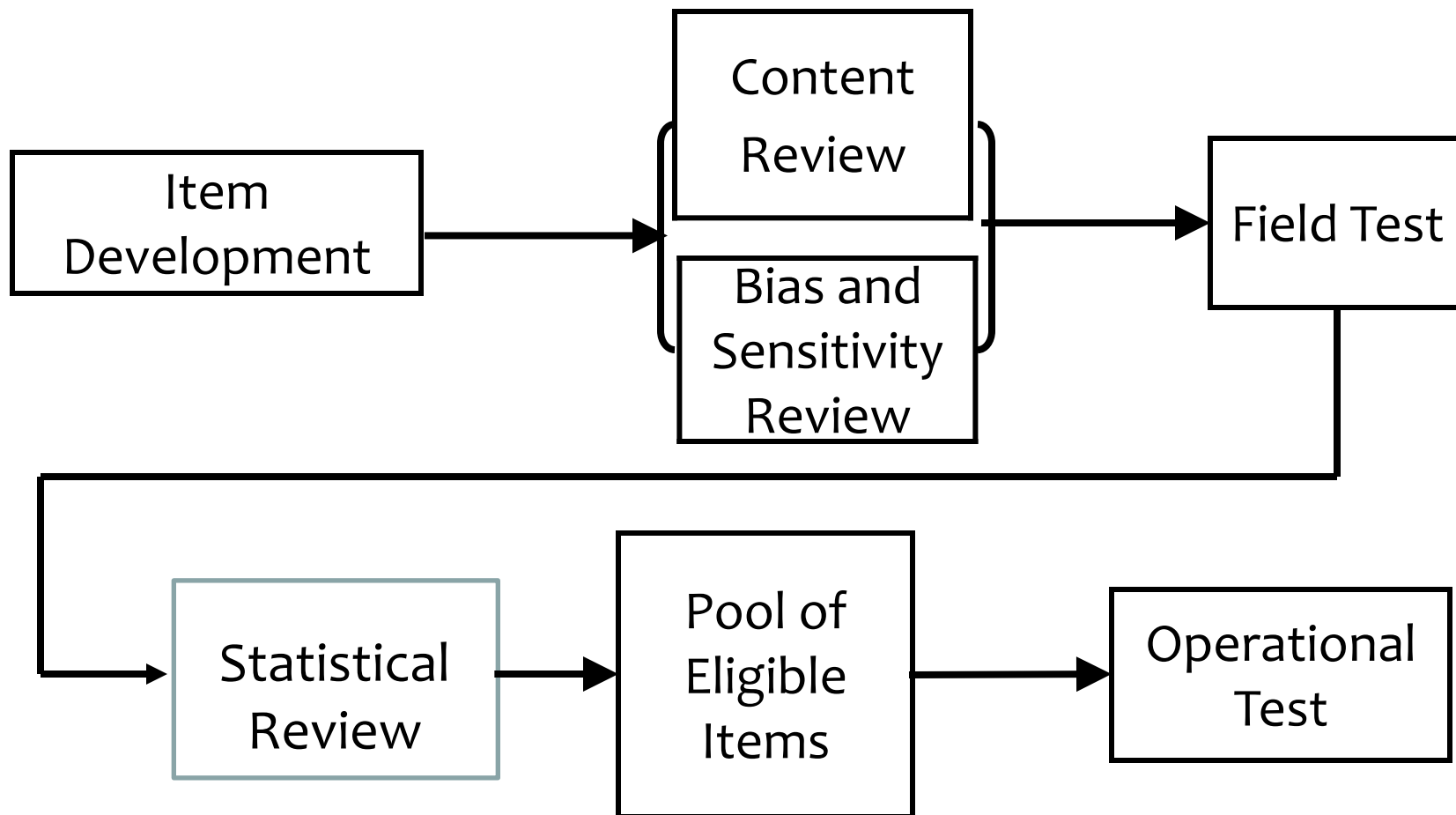
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# Test Development Process



# African American History RFP

**Request for Proposal (RFP)  
awarded to develop  
instructional materials and  
resources focusing on  
African American  
history/culture and literacy.**



Molly Spearman with Clarence Graham of the Friendship 9 at the South Carolina Social Studies Supervisors Meeting, March 21, 2015.





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# SCDE Social Studies 7<sup>th</sup> Grade Research Project



**This regional professional development highlighted instructional and assessment strategies, classroom resources, and administrative support systems utilized by successful schools that significantly increased the percent of student scores on SCPASS.**



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# The 7<sup>th</sup> Grade Research Project's Inspiration: USHC EOCEP

- Purpose Raise USHC EOCEP scores
- Methodology
  1. Evaluate data
  2. Visit schools
  3. Feature best practice
- Results See next slide:





# “SC Sees Gains on End-of- Course Exam Results”

*The State Newspaper*

9/30/14

**“Overall score increases were**

- **0.5 in biology and English,**
- **1.5 in Algebra, and**
- **2.2 points in U.S. History.**

**The percentage of students receiving a grade of ‘A’ increased significantly across all four subjects:**

- **algebra by 6.7 percentage points;**
- **U.S. History by 5.4 points;**
- **English by 2.7 points;**
- **and biology by 2.3 points.”**



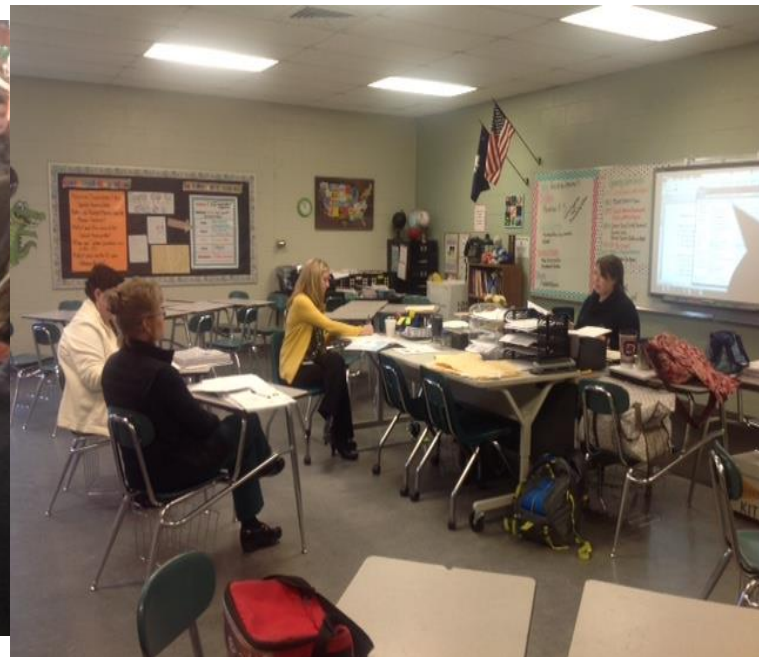
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# Identifying Teachers for 7<sup>th</sup> Grade Research project

## Looked for Schools / Teachers

- With significant and sustained improvement in SCPASS scores
- With large groups of students with improving scores
- Representing a variety of student populations

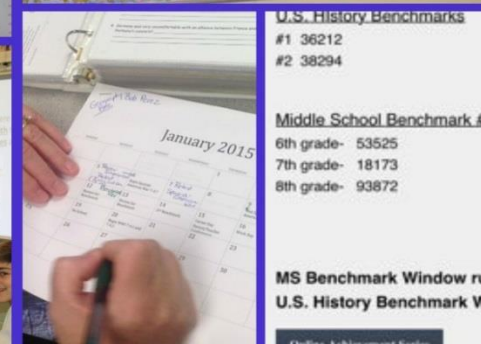
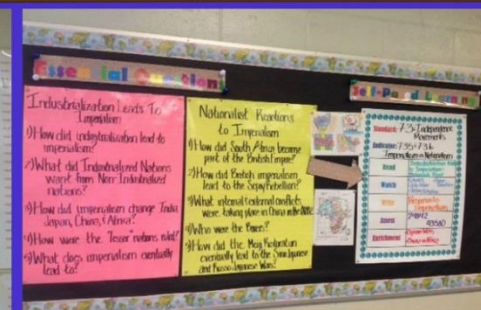
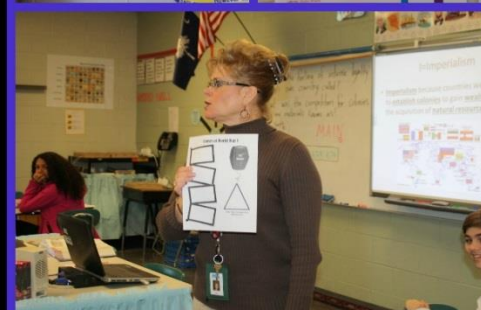
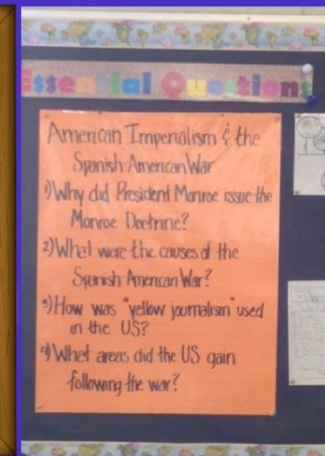


## **Schools in our Study had a Range of Demographics:**

- **Free and Reduced Lunch  
(62-76%)**
- **Minority Composition:  
(16-49%)**
- **Special Education Population  
(10-15%)**
- **Gifted and Talented Identified  
(18-40%)**
- **Students enrolled in HS Credit  
Courses (21-53% of 8<sup>th</sup> graders)**









7-3.6 Explain reactions to imperialism that resulted from growing nationalism, including the Zulu Wars, the Sepoy Rebellion, the Opium Wars, the Boxer Rebellion, and the Meiji Restoration.

Imperialism

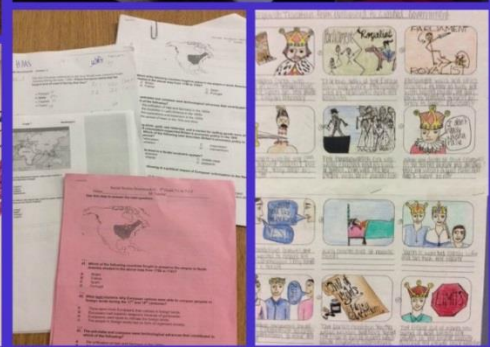
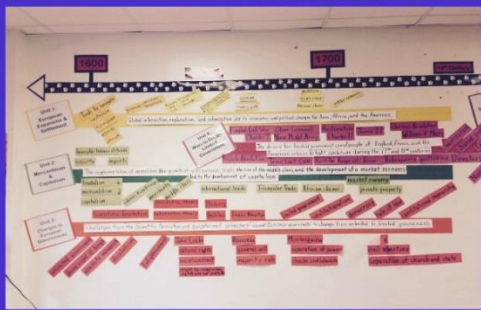
- Zulu Wars
- Sepoy Rebellion
- Opium Wars
- Boxer Rebellion
- Meiji Restoration

Commodore Perry Video Questions:

1. What year did Mathew Perry arrive in Japan?
2. What was Mathew Perry's nickname?
3. What does the translation of Sukoku mean in English?
4. What did the Japanese think the United States steamship was?
5. What did the letter that Mathew Perry delivered to Japan ask for?
6. In 1854, what did the treaty of Kanagawa give to the United States?
7. What is the Black Ship Festival?



Welcome to  
Hartsville Middle...  
Principal :  
Meredith Taylor





### Essential Question

How did the United States and Great Britain respond differently to the Great Depression?



### THE OF THE FIGHTING WWI



Warm-up: Focus 30

- coal became a power source this caused factories to be built everywhere
- this also began the process of industrialization
- movement of people to the cities
- many towns grew around the factories
- now many people lived in cities than before
- the factory owners built houses, grocery stores, churches and schools around the mill these became known as mill villages
- Britain tried to guard industrial secrets by forbidding the export of machines of skilled workers
- But workers followed money and opportunity

(12) Fat Man/ Little Boy  
V.  
(1) Napoleon Bonaparte



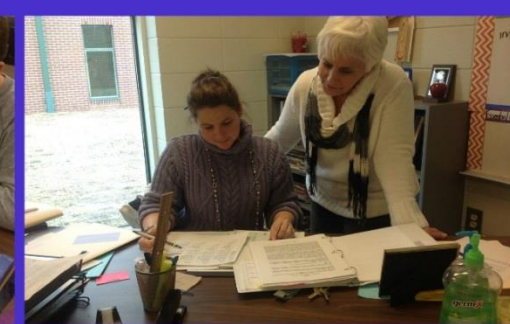
Welcome to  
Northside Middle  
Principal:  
Cynthia Stover



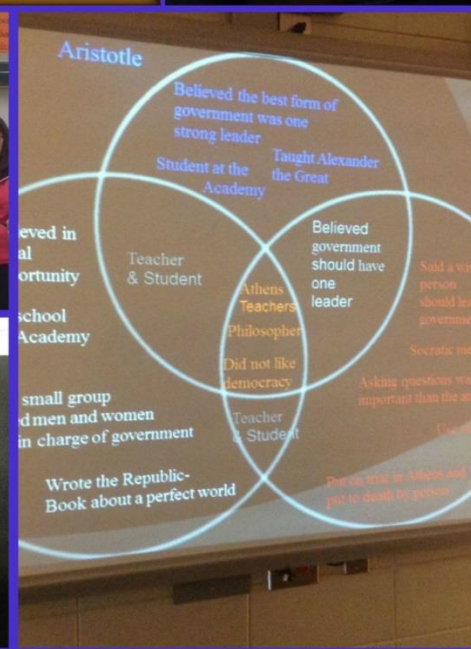
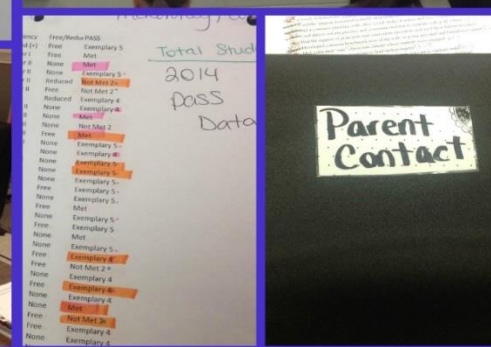
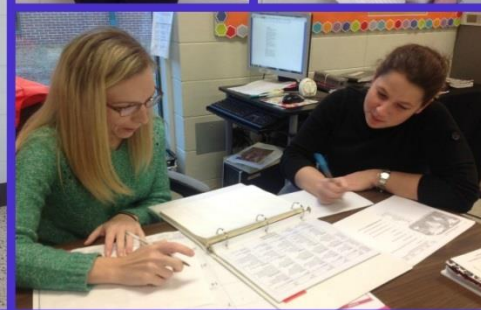
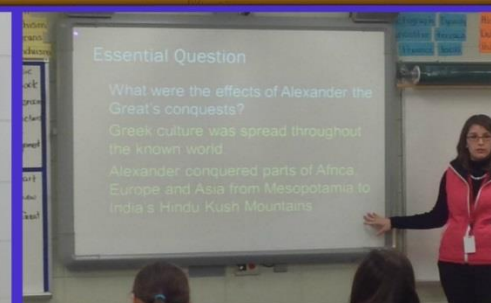
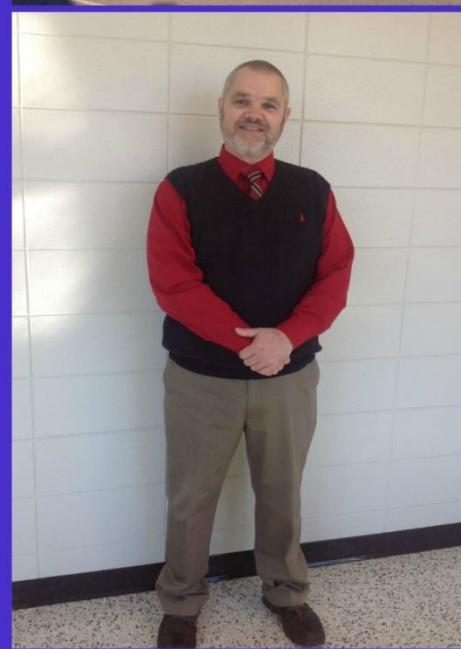
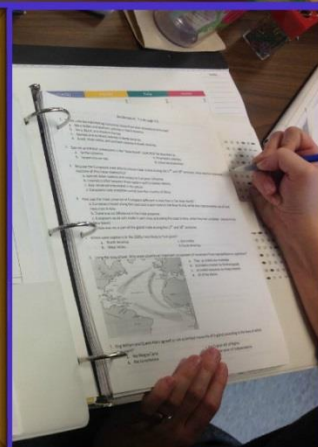
NORTHSIDE MIDDLE







Welcome to Rainbow  
Lake Middle  
Principal:  
Greg Lovelace







## Common findings :

- **School climate**
- **Class climate**
- **Professionalism**
- **Collaboration**
- **Resources**
- **Instructional Strategies**
- **Assessment**



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# Coming in the Fall

- **Web resources from the 7<sup>th</sup> grade Project**
- **Monthly Social Studies newsletter with:**
  1. Professional learning opportunities for teachers
  2. The latest legislative updates
  3. National and state social studies news
  4. Scholarship opportunities for both students and teachers
  5. Internet Corner features and evaluates the latest sites.



# Building Capacity Across the State

## 1. Determine Service

- The first step in the capacity planning process is to categorize the work done at each level of our learning community and to quantify users' expectations for how that work gets done.

## 2. Analyze Current Capacity

- Next, Determine to what extent we are meeting the needs of all stakeholders. What are we doing well and where can we improve?

## 3. Plan for the future

- Finally, forecast the future needs of our learning community and begin implementing the required changes that will ensure that sufficient capacity will be available to support our stakeholders, especially as circumstances change and learning evolves.





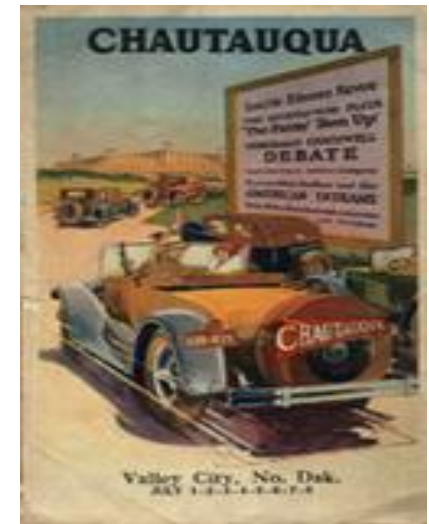
# Building Capacity



## **Become part of a larger learning community**

- The SCDE serves the entire state
- Communication is an on-going concern
- Our primary goal is a contact person in each district with an available alternate





## CHAUTAUQUA (shə-TAW-kwə)

Established at the end of the 19<sup>th</sup> century, these 3-day summer assemblies brought people together to improve their minds and renew their ties to one another.

The Circuit Chautauqua experience was considered critical in stimulating thought and discussion on important political, social, educational and cultural issues of the day.



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# Social Studies Leadership Chautauqua Institute

**Save the Date: June 17<sup>th</sup>-19<sup>th</sup>, 2015**







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Department of Education



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# See you on the *U.S.S. Yorktown* in Historic Charleston June 17<sup>th</sup>-19<sup>th</sup>, 2015

Group Name:	Social Studies Leadership Chautauqua Institute
Group Code:	SSL
Hotel Name:	<u><a href="#">Homewood Suites by Hilton Charleston - Mt. Pleasant</a></u>
Hotel Address:	1998 Riviera Drive
	Mount Pleasant, South Carolina
Phone Number:	(843) 881-6950







South Carolina  
Department of Education

## *Contact Information*

### *Office of Standards & Learning*

**Lewis Huffman** : (803) 734-0322  
[lhuffman@ed.sc.gov](mailto:lhuffman@ed.sc.gov)

**Caroline Yetman** : (803) 734-2322  
[cyetman@ed.sc.gov](mailto:cyetman@ed.sc.gov)



### *Office of Assessment*

**Dr. Leslie Skinner** : (803) 734-8532  
[lskinner@ed.sc.gov](mailto:lskinner@ed.sc.gov)



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# SCDE Science Segment



**6.8.15**



# Introductions

**Regina E. Wragg, Ph.D.**

7-12 Science Ed. Associate

SCDE – Office of Standards and Learning

[rwragg@ed.sc.gov](mailto:rwragg@ed.sc.gov)

**Deanna S. Taylor, Ed.D.**

K-6 Science Ed. Associate

SCDE – Office of Standards and Learning

[dsboyd@ed.sc.gov](mailto:dsboyd@ed.sc.gov)





# SCDE Science Segment Objectives

- Understand the similarities and differences between the 2005 and 2014 science standards
- Review resources designed to support integration of the science standards into instructional practices



# 2014 SC Academic Standards and Performance Indicators for Science



# Transitioning from 2005 to 2014

- Moving from Bloom's Taxonomy & Scientific Inquiry to Science and Engineering Practices (SEPs)
- Science and Engineering Practices (SEPs: i.e. construct explanations, develop and use models, asking questions, etc.) incorporated in the content
- Students designing devices and solutions to solve problems (Engineering Design Process)



# *A Framework for a K-12 Science Education (2012)*

Published by the National Research Council through the National Academies Press in 2012

- Disciplinary Core Ideas
- 7 Crosscutting Concepts
- 8 Science and Engineering Practices (SEPs)
- [available as a free PDF online](#)



# Structure of the Standards Document

## KINDERGARTEN

### LIFE SCIENCE: EXPLORING ORGANISMS AND THE ENVIRONMENT

**Standard K.L.2:** The student will demonstrate an understanding of organisms found in the environment and how these organisms depend on the environment to meet those needs.

**K.L.2A. Conceptual Understanding:** The environment consists of many types of organisms including plants, animals, and fungi. Organisms depend on the land, water, and air to live and grow. Plants need water and light to make their own food. Fungi and animals cannot make their own food and get energy from other sources. Animals (including humans) use different body parts to obtain food and other resources needed to grow and survive. Organisms live in areas where their needs for air, water, nutrients, and shelter are met.

**Performance Indicators:** Students who demonstrate this understanding can:

**K.L.2A.1** Obtain information to answer questions about different organisms found in the environment (such as plants, animals, or fungi).

**K.L.2A.2** Conduct structured investigations to determine what plants need to live and grow (including water and light).

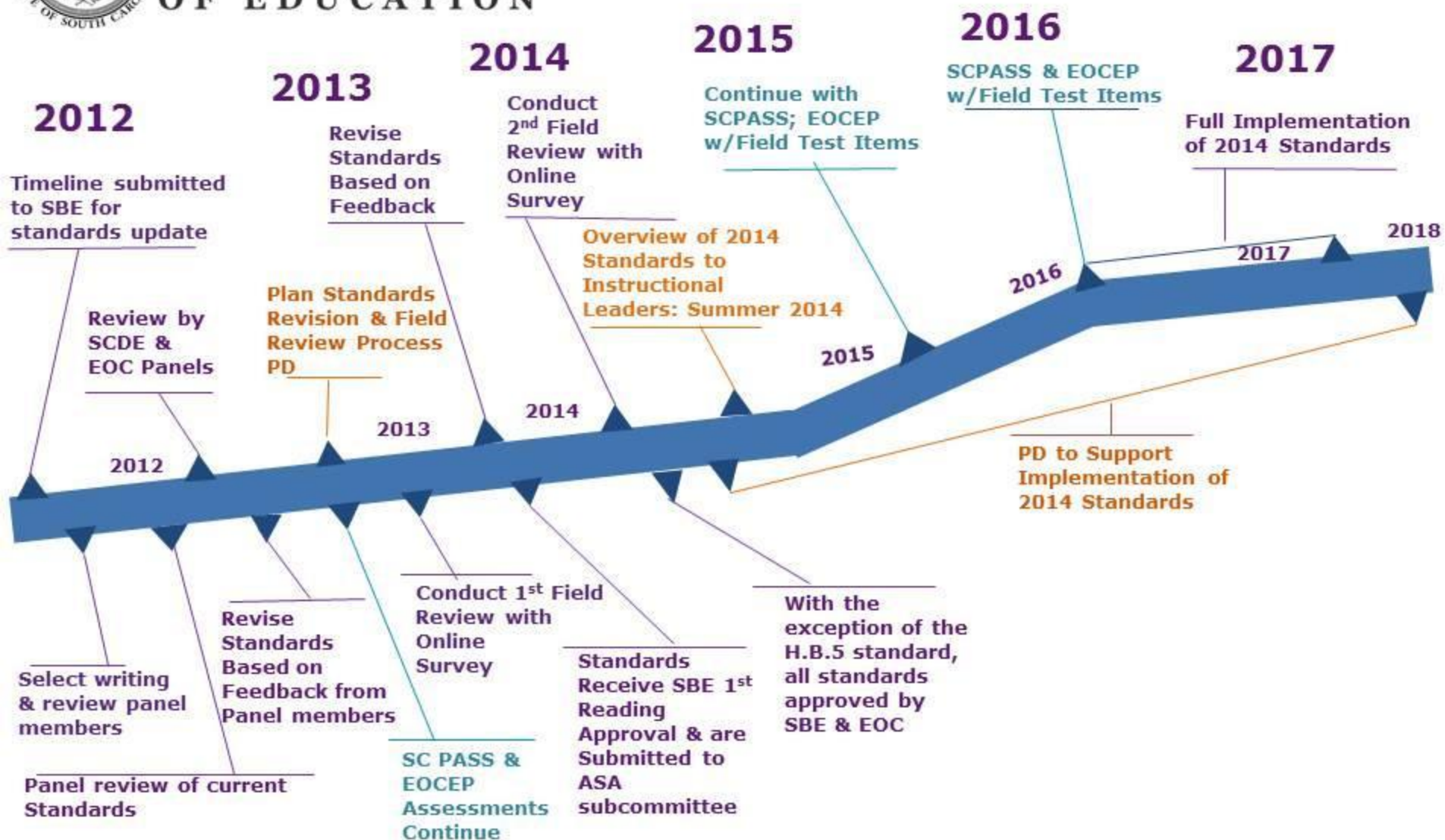




## Implementation Timeline



# Science Standards Timeline



**Standards Revision Process**

**Assessment**

**Professional Development**



## The Support Documents



# Curriculum Guides

- ★ Organized by grade level with specific links to SEPs
- ★ Includes essential knowledge and assessment guidance
- ★ Can be used to determine the foundation for classroom curriculum

## **Science & Engineering Practices (SEPs) Guide**

- ★ Can be utilized to understand and incorporate SEPs into classroom culture

# Crosswalks

- ★ Alignment of similar performance indicators from 2005 and 2014 standards documents
- ★ Items that do not align placed at the end of the chart **but should be taught for AY 2015-16**
- ★ Can be utilized to align current 2005 standards curriculum to 2014 standards

# Science

## 2014 Science Standards

[Science Standards Revision Time Line](#) (54 KB PDF)

[South Carolina Academic Standards and Performance Indicators for Science 2014](#) ( 1,129 KB PDF)

[2005 Biology Standard B-5](#) (84KB PDF)

[Standards Assessment Memorandum](#) (107KB PDF)

With the exception of the H.B.5 standard, the 2014 Science Standards as posted on our website were approved for implementation for the 2014-15 academic year by the State Board of Education on January 8, 2014 and by the Education Oversight Committee on February 10, 2014.

<b>Kindergarten</b>	<a href="#">Curriculum Guide</a> (728 KB PDF) <a href="#">2005 to 2014 Indicator Crosswalk</a>	<b>Seventh Grade</b>	<a href="#">Curriculum Guide</a> (1,448 KB PDF) <a href="#">2005 to 2014 Indicator Crosswalk</a>
<b>First Grade</b>	<a href="#">Curriculum Guide</a> (801 KB PDF) <a href="#">2005 to 2014 Indicator Crosswalk</a>	<b>Eight Grade</b>	<a href="#">Curriculum Guide</a> (2,365 KB PDF) <a href="#">2005 to 2014 Indicator Crosswalk</a>
<b>Second Grade</b>	<a href="#">Curriculum Guide</a> (957 KB PDF) <a href="#">2005 to 2014 Indicator Crosswalk</a>	<b>Biology 1</b>	<a href="#">Curriculum Guide</a> (2,286 KB PDF) <a href="#">2005 to 2014 Indicator Crosswalk</a>
<b>Third Grade</b>	<a href="#">Curriculum Guide</a> (1,109 KB PDF) <a href="#">2005 to 2014 Indicator Crosswalk</a>	<b>Chemistry 1</b>	<a href="#">Curriculum Guide</a> (1,276 KB PDF) <a href="#">2005 to 2014 Indicator Crosswalk</a>
<b>Fourth Grade</b>	<a href="#">Curriculum Guide</a> (1,153 KB PDF) <a href="#">2005 to 2014 Indicator Crosswalk</a>	<b>Physics 1</b>	<a href="#">Curriculum Guide</a> (2,365 KB PDF) <a href="#">2005 to 2014 Indicator Crosswalk</a>
<b>Fifth Grade</b>	<a href="#">Curriculum Guide</a> (1,099 KB PDF) <a href="#">2005 to 2014 Indicator Crosswalk</a>	<b>Earth Science</b>	<a href="#">Curriculum Guide</a> (1,878 KB PDF) <a href="#">2005 to 2014 Indicator Crosswalk</a>
<b>Sixth Grade</b>	<a href="#">Curriculum Guide</a> (1,408 KB PDF) <a href="#">2005 to 2014 Indicator Crosswalk</a>	<a href="#">Science and Engineering Practices (SEPs) Guide</a>	





## ***SEPs in Action Checklist***

- ★ This checklist is only a tool, and its use is not required by the SCDE
- ★ Each sheet of this checklist is specific to one of the nine science and engineering practices used in the *2014 South Carolina Academic Standards and Performance Indicators for Science* and
- ★ Can be used by both teachers and administrators to plan for and observe the science and engineering practices in use in science classrooms



# SEPs in Action Checklist

www.tinyurl.com/2014SCScience

udies Resource... GreatSchools - Public ... Common Core State S... Fordham SCDE - Office of Virtu... The Science Of Soil

## National Organizations

- [NAAEE - North American Association for Environmental Education](#)
- [National Science Teachers Association](#)
- [National Science Education Leadership Association](#)
- [American Association for the Advancement of Science](#)
- [National Association for Research in Science Teaching](#)
- [National Association of Biology Teachers](#)
- [American Chemical Society](#)
- [American Association of Physics Teachers](#)
- [American Geological Institute](#)

For additional information, please contact the following:

for Elementary Science [Dr. Deanna Boyd](#) at 803-734-8537

for Secondary Science [Dr. Regina Wragg](#) at 803-734-0564

## Programs & Services

- [Advanced Placement](#)
- [Common Core State Standards](#)
- [English Language Arts](#)
- [Gifted and Talented](#)
- [International Baccalaureate Programs](#)
- [Social Studies](#)

## Additional Resources & Information

- [Fordham Study -2005 SC Science Academic Standards received an "A"](#)
- [Science and Safety, Making the Connection \(a secondary safety guide\)](#)
- [Grades 6-12 Standards for Literacy in Science and Technical Subjects](#)
- [Database Cheatsheet- Environmental Education in SC](#)
- [Overview of the 2014 SC Science Standards for Instructional Leaders, Summer 2014](#)
- [SEPs In Action Checklist \( 60 KB Excel\)](#)
- [NSTA Safety in the Science Classroom](#)
- [NSTA Laboratory Science](#)
- [FLINN Scientific Safety Pages](#)
- [FLINN School Laboratory Safety Courses](#)



# Release of 2014 Science Support Documents 2.0

- ★ Updated with feedback from state-wide community review & Office of Assessment
- ★ Can be used to support 2015-16 AY implementation



# Nuggets to Take Away

- There are similarities and differences between the 2005 and 2014 science standards
- The Science & Engineering Practices (SEPs) should be integrated in the K-12 science classroom
- There are several resources designed to support integration of the science standards into instructional practices



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# Professional Learning Opportunities



## Office of Standards and Learning

### ★ 4th & Final Session of ***Building a Bridge to Implement the 2014 SC Academic Standards and Performance Indicators for Science***

- *Focus on Engineering Design Process (S.1B.1: Construct Devices or Design Solutions)*

*June 9th Georgetown*

*June 23rd Beaufort*

*June 18th Aiken*

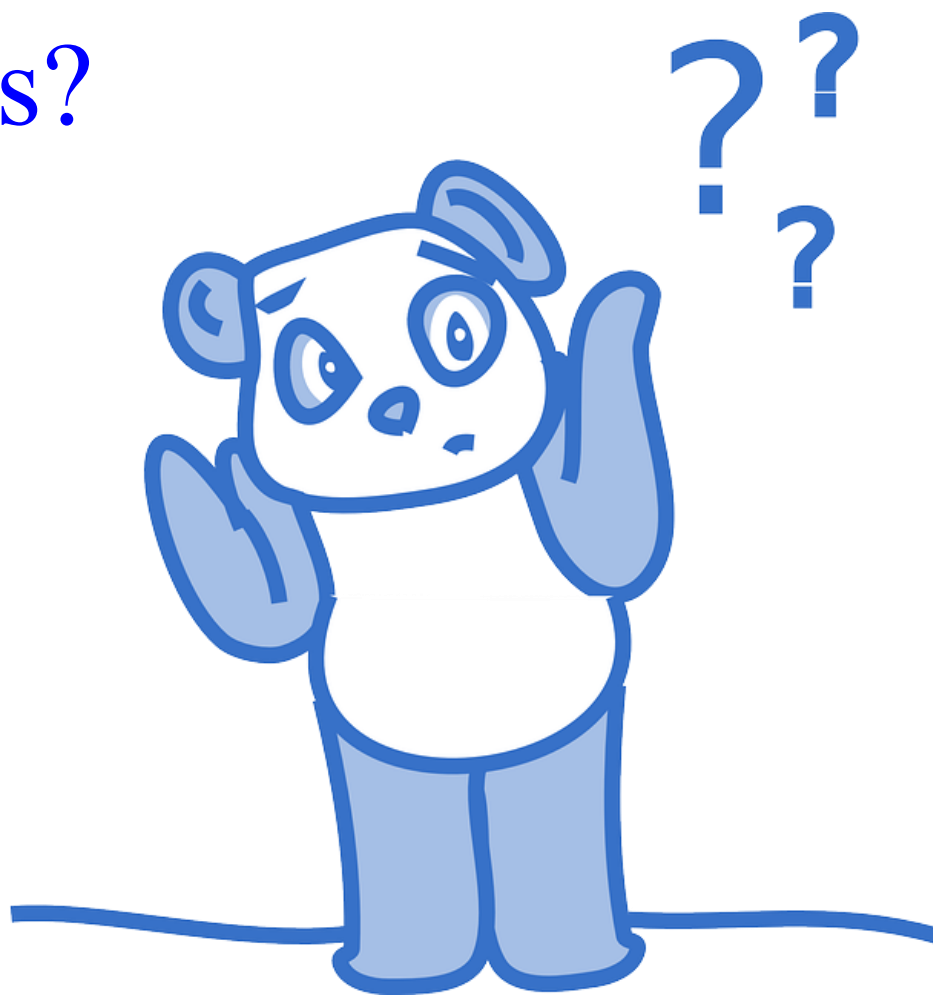
*June 30th Spartanburg*

### ★ Research to Practice Conference

- ***Science + Literacy = Reading to Obtain, Evaluate and Communicate Information (July 14th from 1:00-4:00)***
- *July 13th -17th @ River Bluff High (320 Corley Mill Rd, Lexington SC)*



# Questions?





**Deanna S. Taylor, Ed.D.**

K-6 Science Ed. Associate

SCDE – Office of Standards and  
Learning

[dsboyd@ed.sc.gov](mailto:dsboyd@ed.sc.gov)

**Regina E. Wragg, Ph.D.**

7-12 Science Ed. Associate

SCDE – Office of Standards and  
Learning

[rwragg@ed.sc.gov](mailto:rwragg@ed.sc.gov)

спасибо 谢谢  
GRACIAS  
THANK YOU  
ありがとうございました MERCI  
DANKE धन्यवाद  
شُكراً OBRIGADO



# **Exploring the South Carolina College- and Career-Ready English Language Arts Standards**

Paula Miller , Ed. S.

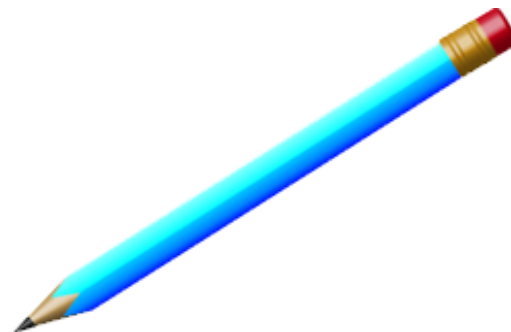
Secondary English Language Arts Education Associate  
[pmiller@ed.sc.gov](mailto:pmiller@ed.sc.gov)





# Purpose

- **Understand the formats and structures of the new ELA standards.**
- **Make leaders aware of professional learning opportunities.**





South Carolina  
Department of Education

# Accessing the Standards

[www.ed.sc.gov](http://www.ed.sc.gov)

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State Superintendent of Education

Click Here to Watch Molly's Video Blogs

School Directory

**ACT** Click for information about ACT Aspire™ ACT WorkKeys® The ACT®

**Students**  
Ensuring every student acquires an education that provides the knowledge and skills to succeed in careers or college as a contributing

**Parents**  
Providing every parent the opportunity to choose a school with the environment and curriculum that best fits the needs, abilities,


**Teachers**  
Providing schools that are led by effective principals and effective teachers.

**New ELA/Math Standards for South Carolina Schools**






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A place for all content areas in the Office of Standards and Learning to share resources, ideas, etc.


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# Joining our Edmodo Group

**Office of Standards and Learning:**

**<https://edmo.do/j/fu7i2y> Code: mkfrf3**

**Create an account. (If you have an account, log in.)**

**Click on “Join”.**

**Your request to join the group will be submitted and responded to promptly.**





# Profile of the South Carolina Graduate



## World Class Knowledge

- Rigorous standards in language arts and math for career and college readiness
- Multiple languages, science, technology, engineering, mathematics (STEM), arts and social sciences

## World Class Skills

- Creativity and innovation
- Critical thinking and problem solving
- Collaboration and teamwork
- Communication, information, media and technology
- Knowing how to learn

## Life and Career Characteristics

- Integrity
- Self-direction
- Global perspective
- Perseverance
- Work ethic
- Interpersonal skills

Approved by SCASA Superintendent's Roundtable and SC Chamber of Commerce.

# Document Structure

## Strands

- Inquiry-Based Literacy Standards
- Reading Literary Text Standards
- Reading Informational Text Standards
- Writing Standards
- Communication Standards

## Grade Level Bands

- Kindergarten through Grade Two
- Grade Three through Grade Five
- Grade Six through Grade Eight
- English 1 through English

## Disciplinary Literacy



# Graphic Representation of the Organizational Structure

## Reading – Literary Text (RL)

### Expectations for Teaching and Learning

Learning should be modeled, supported, and reflect gradual release of responsibility at all levels.  
Teachers should continue to address earlier standards as they apply to more complex text.  
Students are expected to build upon and continue applying concepts learned previously.

By the end of second grade, students read four major types of literary texts in print and multimedia formats: fiction, literary nonfiction, poetry, and drama. In the category of fiction, they read the following specific types of texts: historical fiction, contemporary realistic fiction, picture books, folktales, fables, tall tales, and fantasy. In the category of literary nonfiction, they read autobiographical and biographical sketches. In the category of poetry, they read narrative, lyrical, and humorous poems and free verse.

### Fundamentals of Reading

- Integrate an information (cuing) system that includes meaning (semantics), structure (syntax), visual (graphophonic), and pragmatics (schematic) to make meaning from text.
- Gain understanding by applying reading strategies of monitoring, searching, confirming, cross-checking, rereading, and self-correcting.
- Employ comprehension strategies before, during, and after reading text using schema, annotating, questioning, visualizing, drawing inferences, determining importance, summarizing, and synthesizing.
- Use metacognition to monitor meaning and adjust strategies while reading.
- Notice and analyze the styles and techniques authors use to help readers construct meaning.

### Principles of Reading (P)

Standard 1: Demonstrate understanding of the organization and basic features of print.

KINDERGARTEN	GRADE ONE	GRADE TWO
1.1 Follow words from left to right, top to bottom, and front to back.	1.1 Recognize the distinguishing features of a sentence.	1.1 Students are expected to build upon and continue applying previous learning.
1.2 Recognize that spoken words are represented in written language by specific sequences of letters.	1.2 Students are expected to build upon and continue applying previous learning.	
1.3 Understand that words are separated by spaces in print.	1.3 Students are expected to build upon and continue applying previous learning.	
1.4 Recognize and name all upper- and lowercase letters of the alphabet.	1.4 Students are expected to build upon and continue applying previous learning.	

Teaching in South Carolina is based on four major components: standards, curriculum, instruction, and assessment. Standards are year-end goals for student learning which inform and guide curriculum development, instructional practices, and assessment. Curriculum is developed based on standards. Instruction is the support teachers offer to navigate the curriculum that is also based on the standards.

Formal and informal assessment, based on standards, guides and informs instruction.

### Strands

The *South Carolina College- and Career-Ready Standards for ELA 2015* include the following **Strands**:

Inquiry - Based Literacy (I)  
Reading – Literary Text (RL)  
Reading – Informational Text (RI)  
Writing (W)  
Communication (C)

Each **Strand**, except Inquiry-Based Literacy, is supported by the **Key Ideas** listed below.

The **Key Ideas** in (RL) and (RI) are:

Principles of Reading | Meaning and Context | Language, Craft, and Structure | Range and Complexity

In (W), the **Key Ideas** are:

Meaning, Context, and Craft | Language | Range and Complexity

In (C), the **Key Ideas** are:

Meaning and Context | Language, Craft, and Structure

### Standards

Each **Key Idea** is supported by one or more **Standards**. The **Standards** included in this document represent the culminating outcome which describes what students should know and be able to do when they leave our public school system; therefore, the language included in each **Standard** is the same for Kindergarten through English 4.

### Indicators

Each **Standard** is supported by **Indicators** which provide specific outcomes for each grade level or course.



### **Expectations for Teaching and Learning**

***Learning should be modeled, supported, and reflect gradual release of responsibility at all levels.  
Teachers should continue to address earlier standards as they apply to more complex text.  
Students are expected to build upon and continue applying concepts learned previously.***

### **Fundamentals of Reading**

- Integrate an information (cueing) system that includes meaning (semantics), structure (syntax), visual (graphophonic), and pragmatics (schematic) to make meaning from text.
- Gain understanding by applying reading strategies of monitoring, searching, confirming, cross-checking, rereading, and self-correcting.
- Employ comprehension strategies before, during, and after reading text using schema, annotating, questioning, visualizing, drawing inferences, determining importance, summarizing, and synthesizing.
- Use metacognition to monitor meaning and adjust strategies while reading.
- Notice and analyze the styles and techniques authors use to help readers construct meaning.



# **Inquiry-Based Literacy Standards**

**Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.**

**Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.**

**Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.**

**Standard 4: Synthesize information to share learning and/or take action.**

**Standard 5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, individually and collaboratively.**



# Disciplinary Literacy

- **Read, write, and communicate using knowledge of a particular discipline.**
- **Integrate the Reading, Writing, and Communication Standards and the Inquiry-Based Literacy Standards to communicate and create understanding within content areas.**
- **Extend and deepen understanding of content through purposeful, authentic, real-world tasks to show understanding and integration of content within and across disciplines.**



# **Coding Guidelines for SCCCR ELA Standards**

- **Coding starts with grade level, followed by strand, followed by standard, and indicator numbers**
- **(Grade Level–Strand.Standard.Indicator)**



# Coding Support Document

**K-I.1.1** (Kindergarten-Inquiry-Based Literacy.Standard 1.Indicator 1)

**3-RL.4.2** (Grade Three-Reading-Literacy Text.Standard 4.Indicator 2)

**6-RI.5.1** (Grade Six-Reading-Informational Text.Standard 5.Indicator 1)

**E1-W.2.1**(English 1-Writing.Standard 2.Indicator 1)

**E4-C.3.1**(English 4-Communication.Standard 3.Indicator 1)



# Future Support



# **What's To Come for ELA?**

- **Observation tools**
- **Additional support documents**
- **Professional Learning Opportunities**

# **ELA Professional Learning Opportunities for District Teams**

<b>Midlands (Hillcrest Middle School)</b>	<b>Upstate (Dorman High School)</b>	<b>Lowcountry (Waccamaw High School)</b>
<b>June 9 and 10</b>	<b>June 16 and 17</b>	<b>June 23 and 24</b>
<b>August 4 and 5</b>	<b>July 21 and 22</b>	<b>July 28 and 29</b>
<b>This is a four-day series for district teams.</b>		



# **ELA Professional Learning Opportunities for District Teams**

- **On these same dates and at the same locations, a session for Principles of Reading for Secondary Educators will be held.**



# Contact Information



# ELA Contact Information

- **Cathy Jones-Stork, Interim Director:** [cjones@ed.sc.gov](mailto:cjones@ed.sc.gov)
- **Trudy Ranges, Elementary ELA Education Associate:** [tranges@ed.sc.gov](mailto:tranges@ed.sc.gov)
- **Paula Miller, Secondary ELA Education Associate:** [pmiller@ed.sc.gov](mailto:pmiller@ed.sc.gov)



# **Exploring the South Carolina College- and Career-Ready Standards for Mathematics**

**Federal Priority Schools  
June 8, 2015**



# Introductions

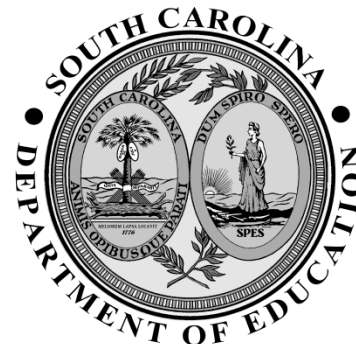
**Janel Johnson**

**Middle School Mathematics Education  
Associate**

**Division of College and Career Readiness  
South Carolina Department of Education**

**[jejohnson@ed.sc.gov](mailto:jejohnson@ed.sc.gov)**

**(803) 734-7814**



# Introductions

**Lindsay Boozer**

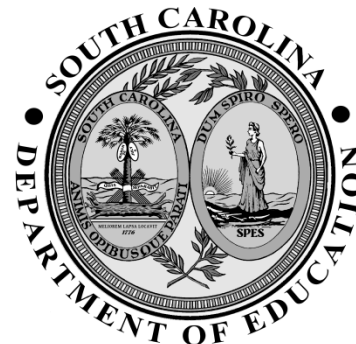
**Secondary Mathematics Education Associate**

**Division of College and Career Readiness**

**South Carolina Department of Education**

**[lboozer@ed.sc.gov](mailto:lboozer@ed.sc.gov)**

**(803) 734-4702**





South Carolina  
Department of Education

# Accessing the Standards

[www.ed.sc.gov](http://www.ed.sc.gov)

The screenshot shows the homepage of the South Carolina Department of Education website. At the top left is the department's logo. To its right is a search bar with the text "Search ed.sc.gov" and a "Go" button. Below the search bar are social media icons for Facebook, Twitter, LinkedIn, YouTube, and Pinterest. A navigation bar contains links: "I'm Looking For?", "Agency", "Programs & Services", "Research Portal", "Contact", "Login", and "Help". The main content area features a large banner titled "Celebrating Our Success" with a photo of a woman and the text "Pelion High School Culinary Arts Teacher Hopes to Cook Up National Success". To the right of the banner is a section for the "State Superintendent of Education" with a photo and a link to "Click Here to Watch Molly's Video Blogs". Below this is a "School Directory" section with a map of South Carolina. At the bottom, there are three columns for "Students", "Parents", and "Teachers", each with a photo and a brief description. To the right of these columns is a section for "ACT Aspire™ ACT WorkKeys® The ACT®". In the bottom right corner, a blue box with white text reads "New ELA/Math Standards for South Carolina Schools". An orange arrow points from the left side of the page to this box.

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**Celebrating Our Success**

Pelion High School Culinary Arts Teacher Hopes to Cook Up National Success

State Superintendent of Education

Click Here to Watch Molly's Video Blogs

School Directory

**ACT** Click for information about ACT Aspire™ ACT WorkKeys® The ACT®

**Students**  
Ensuring every student acquires an education that provides the knowledge and skills to succeed in careers or college as a contributing

**Parents**  
Providing every parent the opportunity to choose a school with the environment and curriculum that best fits the needs, abilities,

**Teachers**  
Providing schools that are led by effective principals and effective teachers.

**New ELA/Math Standards  
for South Carolina Schools**





# Edmodo Groups

## SCDE Mathematics Team

Ms. Johnson · Kindergarten-12th Grade · Mathematics

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Assignment



Quiz



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Ms. Johnson to SCDE Mathematics Team

Institute on Energy, Economics and the Environment: a STEM course  
Description:

A free\* STEM graduate course on energy for teachers of grades 6-12.

Earn three semester hours of graduate course credit.



# Edmodo Groups

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log in.)**

**Enter URL above.**





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# Math Standards Overview

- **Content Standards**
  - **Grade Level (K – 8)**
  - **High School Standards**
- **Process Standards**



# Format of Math Content Standards

## K – 8 Grade Level Content Standards

Grade 8	
Key Concepts	Standards
The Number System	The student will:
	8.NS.1 Explore the real number system and its appropriate usage in real-world situations. <ul style="list-style-type: none"> <li>a. Recognize the differences between rational and irrational numbers.</li> <li>b. Understand that all real numbers have a decimal expansion.</li> <li>c. Model the hierarchy of the real number system, including natural, whole, integer, rational, and irrational numbers.</li> </ul>
	8.NS.2 Estimate and compare the value of irrational numbers by plotting them on a number line.
	8.NS.3 Extend prior knowledge to translate among multiple representations of rational numbers (fractions, decimal numbers, percentages). Include the conversion of repeating decimal numbers to fractions.



# Format of Math Content Standards

- In grades K – 8:
  - **GradeLevel.KeyConcept.Standard Number (e.g., K.NS.1) or, if applicable,**
  - **GradeLevel.KeyConcept.Standard NumberStandardLetter (e.g., K.NS.4a)**



# Format of Math Content Standards

## High School Content Standards

South Carolina College- and Career-Ready (SCCCR) Algebra 2	
Key Concepts	Standards
Arithmetic with Polynomials and Rational Expressions	The student will:
	A2.AAPR.1* Add, subtract, and multiply polynomials and understand that polynomials are closed under these operations.
	A2.AAPR.3 Graph polynomials identifying zeros when suitable factorizations are available and indicating end behavior. Write a polynomial function of least degree corresponding to a given graph. (Limit to polynomials with degrees 3 or less.)
Creating Equations	The student will:
	A2.ACE.1* Create and solve equations and inequalities in one variable that model real-world problems involving linear, quadratic, simple rational, and exponential relationships. Interpret the solutions and determine whether they are reasonable.
	A2.ACE.2* Create equations in two or more variables to represent relationships between quantities. Graph the equations on coordinate axes using appropriate labels, units, and scales.
	A2.ACE.3 Use systems of equations and inequalities to represent constraints arising in real-world situations. Solve such systems using graphical and analytical methods, including linear programming. Interpret the solution within the context of the situation. (Limit to linear programming.)
	A2.ACE.4* Solve literal equations and formulas for a specified variable including equations and formulas that arise in a variety of disciplines.



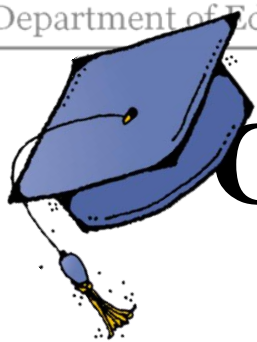
# Format of Math Content Standards

- **In courses:**

**□CourseName.KeyConcept.Standard  
Number (e.g., A2.FBF.2\*)**

*or, if applicable:*

**□CourseName.KeyConcept.Standard  
NumberStandardLetter  
(e.g., A1.FIF.1a\*)**



# Graduation Standards

- **Standards denoted by an asterisk (\*)**
- **Subset of the SCCCR Content Standards for Mathematics**
- **Course sequences will provide students with the opportunity to learn all SCCCR Graduation Standards as appropriate for their intended career paths.**

# Graduation Standards in Middle School

High School Course	Graduation Standard	Middle School Standard(s)
Pre-Calculus	NVMQ.6	8.DSP.5
Foundations in Algebra Probability and Statistics	SPMJ.1	7.DSP.1, 7.DSP.2, 7.DSP.4
Foundations in Algebra Probability and Statistics	SPMJ.2	7.DSP.6, 7.DSP.7
Foundations in Algebra Probability and Statistics	SPID.5	8.DSP.4
Foundations in Algebra Probability and Statistics	SPMD.4	7.DSP.6, 7.DSP.7, 7.DSP.8
Foundations in Algebra Probability and Statistics	SPMD.5	7.DSP.6, 7.DSP.7, 7.DSP.8
Foundations in Algebra Probability and Statistics	SPMD.6	7.DSP.6, 7.DSP.7, 7.DSP.8





# Graduation Standards in Middle School – Algebra 1

## There are 35 Graduation Standards in

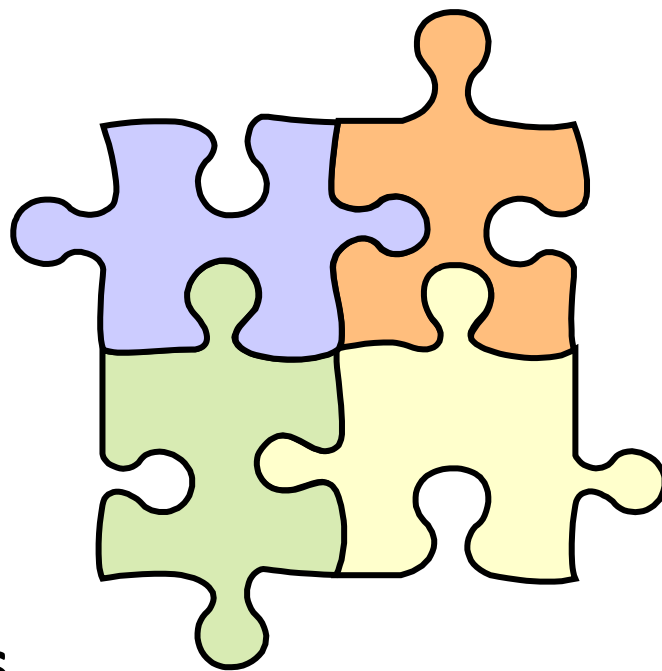
### South Carolina College- and Career-Ready (SCCCR) Algebra 1

Key Concepts	Standards	
Arithmetic with Polynomials and Rational Expressions	<b>The student will:</b>	
	A1.AAPR.1*	Add, subtract, and multiply polynomials and understand that polynomials are closed under these operations. (Limit to linear; quadratic.)
Solving Equations	<b>The student will:</b>	
	A1.ACE.1*	Create and solve equations and inequalities in one variable that model real-world problems involving linear, quadratic, simple rational, and exponential relationships. Interpret the solutions and determine whether they are reasonable. (Limit to linear; quadratic; exponential with integer exponents.)
	A1.ACE.2*	Create equations in two or more variables to represent relationships between quantities. Graph the equations on coordinate axes using appropriate labels, units.



# High School Organization

- **Courses:**
  - **Algebra 1**
  - **Foundations in Algebra**
  - **Intermediate Algebra**
  - **Algebra 2**
  - **Geometry**
  - **Probability and Statistics**
  - **Pre-Calculus**
  - **Calculus**





# Vertical Alignment



Conceptual Category	CCSS Alignment	SCCCR-M Key Concept	SCCCR-M Course Standard	Middle School#	Algebra 1	Foundations In Algebra	Intermediate Algebra	Algebra 2	Geometry	Probability & Statistics	Pre-Calculus	Calculus
Algebra	Alg AP R1	Arithmetic with Polynomials and Rational Expressions	AAPR.1* Add, subtract, and multiply polynomials and understand that polynomials are closed under these operations.		(Limit to linear; quadratic.)							
	Alg AP R2		AAPR.2 Know and apply the Division Theorem and the Remainder Theorem for polynomials.									
	Alg APR.3		AAPR.3 Graph polynomials identifying zeros when suitable factorizations are available and indicating end behavior. Write a polynomial function of least degree corresponding to a given graph.					(Limit to polynomials with degrees 3 or less.)				
	Alg AP R4		AAPR.4 Prove polynomial identities and use them to describe numerical relationships.									
	Alg AP R5		AAPR.5 Apply the Binomial Theorem to expand powers of binomials, including those with one and with two variables. Use the Binomial Theorem to factor squares, cubes, and fourth powers of binomials.									
	Alg AP R6		AAPR.6 Apply algebraic techniques to rewrite simple rational expressions in different forms; using inspection, long division, or, for the more complicated examples, a computer algebra system.									
	Alg APR.7		AAPR.7 Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions.									
Algebra	Alg CED.1	Creating Equations	ACE.1* Create and solve equations and inequalities in one variable that model real-world problems involving linear, quadratic, exponential, and exponential relationships. Interpret the solutions and determine whether they are reasonable.		(Limit to linear; quadratic; exponential with integer exponents.)	(Limit to linear; quadratic; exponential with integer exponents.)						
	Alg CED.2		ACE.2* Create equations in two or more variables to represent relationships between quantities. Graph the equations on coordinate axes using appropriate labels, units, and scales.		(Limit to linear; quadratic; exponential with integer exponents; direct and indirect variation.)	(Limit to linear; quadratic; exponential with integer exponents; direct and indirect variation.)						
	Alg CED.3		ACE.3 Use systems of equations and inequalities to represent constraints arising in real-world situations. Solve such systems using graphical and analytical methods, including linear programming. Interpret the solution within the context of the situation.					(Limit to linear programming.)				
	Alg CE D.4		ACE.4* Solve literal equations and formulas for a specified variable including equations and formulas that arise in a variety of disciplines.									
Algebra	Alg REL.1	Reasoning with Equations and Inequalities	AREI.1* Understand and justify that the steps taken when solving simple equations in one variable create new equations that have the same solution as the original.									
	Alg REL.2		AREI.2* Solve simple rational and radical equations in one variable and understand how extraneous solutions may arise.									
	Alg REL.3		AREI.3* Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.									
	Alg REL.4		AREI.4* Solve mathematical and real-world problems involving quadratic equations in one variable. [Note: AREI.4a and 4b are not Graduation Standards.] a. Use the method of completing the square to transform any quadratic equation in $x$ into an equation of the form $[(x-h)]^2 = k$ that has the same solutions. Derive the quadratic formula from this form. b. Solve quadratic equations by inspection, taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a+bi$ for real numbers $a$ and $b$ .		a. and b.; b. (Limit to non-complex roots.)			b. only				
	Alg REL.5		AREI.5 Justify that the solution to a system of linear equations is not changed when one of the equations is replaced by a linear combination of the other equation.									
	Alg REL.6		AREI.6* Solve systems of linear equations algebraically and graphically focusing on pairs of linear equations in two variables. [Note: AREI.6a and 6b are not Graduation Standards.] a. Solve systems of linear equations using the substitution method. b. Solve systems of linear equations using linear combination.									
	Alg REL.7		AREI.7 Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. Understand that such systems may have zero, one, two, or infinitely many solutions.					(Limit to linear equations and quadratic functions.)				



# Pathways



<b>Foundations in Algebra</b>	<b>Intermediate Algebra</b>	<b>Geometry</b>	<b>Fourth Course Options</b>
<b>Algebra 1</b>	<b>Geometry or Algebra 2</b>	<b>Algebra 2 or Geometry</b>	<b>Fourth Course Options</b>
			<b>Fifth Course Options (Accelerated)</b>



# **Mathematical Process Standards**

- 1. Make sense of problems and persevere in solving them.**
- 2. Reason both contextually and abstractly.**
- 3. Use critical thinking skills to justify mathematical reasoning and critique the reasoning of others.**
- 4. Connect mathematical ideas and real-world situations through modeling.**

# **Mathematical Process Standards**

- 5. Use a variety of mathematical tools effectively and strategically.**
- 6. Communicate mathematically and approach mathematical situations with precision.**
- 7. Identify and utilize structure and patterns.**



# Profile of the South Carolina Graduate



## World Class Knowledge

- Rigorous standards in language arts and math for career and college readiness
- Multiple languages, science, technology, engineering, mathematics (STEM), arts and social sciences

## World Class Skills

- Creativity and innovation
- Critical thinking and problem solving
- Collaboration and teamwork
- Communication, information, media and technology
- Knowing how to learn

## Life and Career Characteristics

- Integrity
- Self-direction
- Global perspective
- Perseverance
- Work ethic
- Interpersonal skills

Approved by SCASA Superintendent's Roundtable and SC Chamber of Commerce.





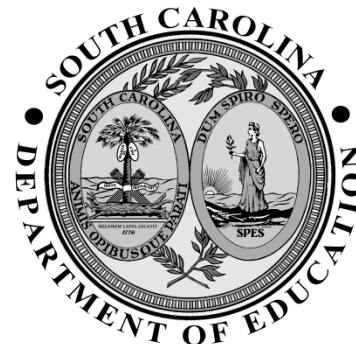
# **Implementation Considerations**

- **How do current instructional materials/resources support the new standards?**
- **What plans are in place to align district curricula (pacing guides and unit/lesson plans) to the new standards?**
- **What plans for professional learning opportunities are in place to support teachers and administrators?**



# **Upcoming Mathematics Professional Learning Opportunities**

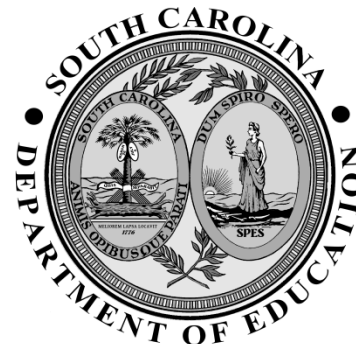
- **Elementary (K – 2) Sessions:**
  - **July 21: Spartanburg**
  - **July 27: Lexington**
  - **July 28: Charleston**





# Upcoming Mathematics Professional Learning

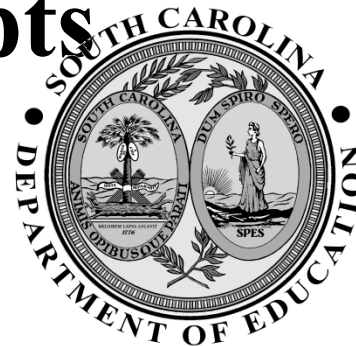
- **Elementary Opportunities**  
(3-5) Sessions:
  - August 4: Greenville
  - August 5: Columbia
  - August 6: Charleston





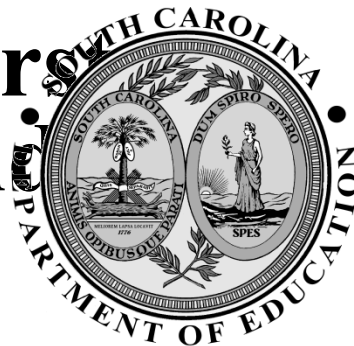
# **Upcoming Mathematics Professional Learning Opportunities**

- **Middle School Sessions:**
  - **July 21 and August 4: Columbia**
  - **July 28 and August 5: Duncan**
  - **July 23 and July 30: Georgetown**
- **2-day series: various Key Concepts from Grades 6 – 8 on each day**



# **Upcoming Mathematics Professional Learning Opportunities**

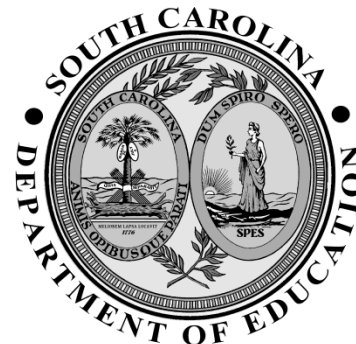
- **High School Sessions:**
  - **July 20 and 21: Goose Creek**
  - **July 28 and 29: Sumter**
  - **August 5 and 6: Laurens**
- **2-day series: Algebra 1 and 2 on first day; Geometry and Probability and Statistics on second day**





# Contact Information

- **Mary Ruzga, Elementary Mathematics Education Associate:** [mruzga@ed.sc.gov](mailto:mruzga@ed.sc.gov)
- **Janel Johnson, Middle School Mathematics Education Associate:** [jejohnson@ed.sc.gov](mailto:jejohnson@ed.sc.gov)
- **Lindsay Boozer, Secondary Mathematics Education Associate:** [lboozer@ed.sc.gov](mailto:lboozer@ed.sc.gov)





# Challenge To Achieve Plans

- Signature Line
- Review Process
- Due date- June 23<sup>rd</sup>
- Sample Plan





# Time With Coaches



# Exit Criteria

- To exit Priority School status, a Priority School's overall performance (as measured by the total composite index score) must be:
  - A) In Priority School Status and receive intervention services for a minimum of three consecutive years
  - B) ranked higher than the lowest 5 percent of Title I schools for two or more consecutive years (as measured by rank order on total composite index score) and has made progress.



# Closing and Questions